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ABSTRACT

The human relations task force of Milwaukee Area Technical College (MATC) sponsors a workshop series to improve human relations/productivity at the college. A practicum study evaluated the workshops by using the postworkshop training evaluation forms completed by workshop participants from 1990 to 1994. Data from a literature review were also incorporated into the evaluation. Of the 202 past workshop participants surveyed, 145 (72%) believed that the workshops trained them to discuss and resolve differences with college objectives and 182 (90%) credited the workshops with helping them treat people with more understanding. Although most participants believed that the workshops increased their understanding of coworkers who are ethnically and culturally different from them, only 32%-46% stated that the workshops improved their understanding of coworkers with disabilities, and 22 (11%) stated that they still did not understand their disabled coworkers after having attended the workshops. It was recommended that the workshops be continued but that their curriculum be modified to include modules on dealing with disabled individuals and that future workshops be offered to part-time faculty and staff. (The bibliography contains 34 references. Appended are lists of task force members and recommendations and postworkshop training evaluation forms and responses to it.) (MN)

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ED 391 878

AN EVALUATION OF THE HUMAN RELATIONS WORKSHOPS AND TRAINING PROGRAMS

Human Resources Development

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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

September, 1994

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

AN EVALUATION OF THE HUMAN RELATIONS WORKSHOP AND TRAINING PROGRAMS

by

Marietta M. Advincula-Carpenter

September, 1994

The problem was the absence of an evaluation of the Common Ground workshops sponsored by the Human Relations Task Force (HRTF) of MATC as to its effectiveness to improve the human relations climate and productivity in the college. Therefore, the purpose of the study was to evaluate the Common Ground workshops using the post-workshop training evaluation by the past participants from 1990 to 1994. Based on the result of the evaluation of the workshops, the research question was "Will there be a need to modify its content and methodology?"

A review of related literature showed that human relations training identified with valuing and managing

diversity have improved organizational climate and productivity. Data from the literature was used to help evaluate the effectiveness of the Common Ground workshops and formulate some recommendations. It was found that the participants expressed better understanding of co-workers who are ethnically and culturally different from them with the exception of co-workers with disabilities. It was concluded that the curriculum or human relations (diversity) training models, method and materials used by the facilitators were effective in meeting the goals of the workshop.

It is recommended that (a) the Human Relations Task Force continue to offer the Common Ground workshops to the remaining faculty and staff who have not participated in the past, (b) the curriculum be modified to include modules on dealing with people with disabilities, (c) the part-time faculty and staff be included in future workshop planning, and (d) regular report on workshop evaluation be submitted to the Human Relations Task Force.

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Chapter 1

INTRODUCTION

The Milwaukee Area Technical College (MATC) is one of the largest technical/vocational colleges in the country, serving over 75,000 students annually from four major campuses, 19 evening centers, eight adult day centers, and through the College of the Air. More than 4,500 day, evening and weekend courses are offered. A publicly supported institution, MATC has 100-plus associate degree and diploma programs, which prepare students for many of the high-skill jobs that the global economy demands.

MATC is the largest of the 16 districts that make up the Wisconsin Technical College System. The total population of the area, 1.25 million, includes all of the Milwaukee county, most of Ozaukee County and portions of Waukesha and Washington Counties. Of the total student population of MATC in Semester 1, 1993-1994 (41,761), 27% (11,261) are minorities and of the 1,420 employees, 27% (378) are minorities.

The diversity experience in the institution has led to the establishment of a Human Relations Task Force, Appendix A, in 1990 to improve racial issues and perception of racial discrimination through workshops

identified as Common Ground. The curriculum of this workshop are designed to help create an understanding and knowledge of on-the-job concerns relative to issues of persons with disabilities, racism, classism and sexism. Workshop facilitators were trained to facilitate the workshops. More than 200 employees attended these workshops from 1990 to 1994.

Nature of the Problem

The task force has not met since June 1992. However, the Staff Development Office continued to offer the Common Ground workshop until Spring 1994. The problem is that an evaluation has not been done on the effectiveness of the Common Ground workshops to improve the human relations climate and productivity in the college. Yet, the President has mandated the college wide taskforce to re-convene and to continue offering these workshops.

Purpose of the Study

The purpose of the study was to evaluate the Common Ground workshops using the post-workshop training evaluation, Appendix B, by the past participants from 1990 to 1994.

Significance to the Institution

The outcome of the evaluation provided information to the task force in making their decision to either (a) continue with the current workshops, (b) revise or modify the current workshops or (c) design or develop other activities that will improve the human relations climate and productivity of the college.

Relationship to the Seminar

This practicum is directly related to the Human Resources Development seminar in that models of staff development programs are evaluated to improve an institutional climate that will increase productivity. Russell and Black (1972) asserts that positive morale has been shown to have a direct relationship with productivity.

Research Questions

There is one research question for this study. Based on the result of the evaluation of the workshops, "Will there be a need to modify its content and methodology?"

Definition of Terms

The following definitions are provided to eliminate confusion and to provide a uniform operational definition of specific terms.

Common Ground is defined as the human relations training workshop used in MATC.

Facilitator Training is the workshop that provide trained experts to lead the group process in the Common Ground workshops.

Post-workshop training evaluation is the evaluation done by the participants of the Common Ground workshops after they completed the workshop.

Chapter 2

REVIEW OF LITERATURE

Overview

Kouzes and Posner (1993) observe that shared values are strengthened and reinforced in training and development programs. When a person work in a pluralistic environment, it forces a person to transcend her/his own culture which calls for empathy from others at a minimum. Segall, Dasen, Berry and Pootenga, (1990) cited Summer (1906) in his classic sociological book, Folkways the concept of ethnocentrism which embraces both the positive feelings toward one's own group (the in-group) and negative feelings towards others (the out-group). These two feelings feed on each other. Ethnocentrism views one's own group as the center of everything, and all others are scaled and rated with an emotional attitude that one's own race, nationality, citizenship, religion, political affiliation or culture is superior to all others (Russel & Black, 1972).

As an attempt to reduce ethnocentricism, recent human relations training programs and/or organizational development training have been aimed towards dealing with and managing diversity. If successful, the

superiority feeling of one group towards another, hopefully, will eventually scale down.

In some companies, managing diversity is considered a process "to make people more efficient and effective in their interpersonal relationships on the job...to allow all...differences and talents and capabilities to interact in a way that is synergistic, effective and somewhat friction-free" (Galaghan, 1993, p. 45).

Theoretical Topics on Human Relations Training Workshops

Diversity, whether valuing or managing it, is a vital human relations training topic. Ingram (1993), claims that workforce diversity "isn't just about race, gender, and physical ability. It can also apply to differences in aptitudes, outlooks, backgrounds, and learning styles" (p.15). A concept of 'cultural baggage' is introduced by Ingram to refer to attitudes that most people carry which can weigh down their ability to understand the other person(s). To understand diversity, Ingram suggests to take diversity to mean: (a) focusing or empowering people of all kinds so that they can develop and contribute their own unique talents; (b) communication; (c) recognizing,

valuing and managing people's differences; (d) a result of change and a cause of change; (e) sharing power among diverse groups of people and the generation of power from the synergy of diverse ways of thinking and acting; and (f) that our differences make us strong. (p. 21-22)

Steffey (1993) offers other types of diversity:

1. different knowledge levels;
2. conflicting agendas;
3. desires for varying amounts of detail;
4. different levels of commitment;
5. different levels of responsibility and influence in the organization;
6. different thinking patterns;
7. preferences for different styles of learning;
8. different cultural and ethnic backgrounds.

(p. 22.)

Awareness of a variety of diversity allows a human relations trainer flexibility and resourcefulness during the training session. The training then becomes more rewarding both to the trainer, the participants or trainees and the organization because respect for diversity and the enrichment it offers is recognized if not celebrated. Steffey further offers tips to reach

out to a diverse trainee group.

Thus far, it is apparent that topics and techniques that help build skills in managing diversity and maintaining positive human relations include developing skills in valuing differences, reaching consensus, communicating with others and resolving conflicts. DeValk (1993) suggests to use these skills in dealing with diversity issues in workplace interactions. In training, he suggests to use the dynamics of diversity that exists within the training group to amplify the link between skills, diversity issues and workplace interaction. The dynamics can include the seating patterns or behavior, responses and individual's comfort level. The trainee is able to relate, with careful facilitation, these observations to the work settings to demonstrate how diversity affects actual work interactions and performance.

The ability of a diverse workforce to work cooperatively is reinforced by the answers of the authors of the book, Managing Diversity: a Complete Desk Reference and Planning Guide (Business One Guide Irwin, 1993), Gardenswartz and Rowe, in Laabs (1993) interview, "diversity training must be more than just a cultural-awareness process. It must be a business

strategy that encourages employees and management to work together productively, harmoniously and proactively" (p. 25).

Models of Human Relations and Organizational Development Training Workshop

Some investigators in the field of human relations develop group processes that allow people from diverse backgrounds to identify their own strengths and weaknesses in working with each other. For example, Henderson (1974) develops organizational development (OD) programs which attempt to improve the organizational climate and intergroup relations among others. These programs allow employees to interact with each other in a non-threatening and neutral ground. As they go through the process of OD training, they will hopefully understand that human relations is (a) the study of how people work together effectively to accomplish group objectives and individual satisfactions and (b) the application of skills in relation between individuals and others within the work group, the work group and management, departments in an organization, labor and management and the organization and its larger environment (Graham, 1982).

In recent years, group processes in human relations and organizational development programs has developed into diversity training, be it valuing or managing diversity. The models being used also include multicultural awareness programs. Brower & Brower (1988) describes an effective human relations training they use for camp directors which includes the search for feelings for other people. It seems that even as early as 1988, the trend to consider the different ways different people feel and react has already begun.

Another model which attempts to get into the same feeling issue, is the board games that Gunsch (1993) describes to address diversity issues. The games help trainees introduce diversity topics and issues in a non-threatening environment which also provides opportunity for discussion. Most of the time, these topics and issues are strongly connected with one's feelings. These games resemble the popular Trivial Pursuit games. Gunsch finds that any of the game is a "great team-building activity...some of these people have known each other for quite a while, but they learned something new about their co-workers" (p. 83).

Tropenaars (1194), an intercultural trainer from Netherlands, claims yet another game. To assist him in

his training workshops, he takes his trainees to a mythical village to learn about building towers and bridges with cultural awareness as a consideration for success. His claim is that multicultural management is "a question of attitude, an openness to human variety, not a question of knowledge about cultural dos and don'ts" (p.11).

A more serious model is one that Hill-Stork (1994) uses in her human relations training workshops. She engages the group, which she prefers to be a mix of executives, managers and employees, in an intense diversity and sensitivity training sessions. The group is led through a series of case studies, role playing and one-on-one dialogues designed to identify stereotypes. The purpose of the sessions is to "create an environment where people could vent their feelings regarding race and discuss the cultural motivations behind other's behaviors" (p. 46).

The business of cultural diversity and awareness is indeed a buzzword for modern organizations. Major (1993) describes a company which blends public relations and human relations tactics and strategies to build its successful diversity program. The company uses what they call 'focus groups' in conjunction with

in-house training programs that include outside speakers who address employees on various topics such as career development, 'glass ceiling' and other diversity topics. The success is also attributed to the fact that the management of the company refers to diversity as a journey and not as a destination. This in itself sends a clear message to the employees of the continuous and proactive effort necessary to deal with their cultural differences.

Notwithstanding the positive impact of diversity training, managing diversity is still a voluntary effort to most management teams. Nonetheless, it is encouraging to note that many managers agree that employees should be "allowed to do their jobs in different ways and accommodate distinct cultural styles" (Kauffman, 1993, p. 31). However, it is also quite apparent that before a diverse groups is able to function in their cultural styles, they have to be recruited, employed and retained by an organization. Morrison (1992), offers prescriptive guidelines to effectively recruit and retain minorities in organizations. In her book, she discusses cultural awareness, barriers as well as successful models that 16 American organizations use in coping with workforce

diversity.

Many organizations realize that diversity training is a long term process and not a program that has a predicted life. Caudron (1993) describes successful programs in corporate America who have to engage continuous effort in their diversity programs much the same way that Morrison found in her research. Caudron agrees that diversity training brings positive rewards to organizations. However, she cautions on how diversity can also harm an organization's diversity effort if unqualified trainers and/or ineffective training programs are used. She cites some ineffective and bad training that resulted in lawsuits or just setting back the organization's effort to improve working relationships in their place of work.

What Other Colleges are Doing

The models of human relations training that have been identified are based on diversity and multicultural training. Some educational institutions have either incorporated, integrated or infused multicultural education in some of their curricular offerings in response to American diversity on their campuses and the workplace of their graduates. Sleeter (1993), describes five approaches in multicultural

education which can transform all the school programs to reflect diversity and hopefully, even promote equality. It seems implied that the involvement of faculty in multicultural education will lead to a restructuring of the institution to provide valuing diversity within the institution at large.

Evans (1993) claims that restructuring is also motivational on the part of the leadership of the institution. He further suggests that teachers must be acknowledged, encouraged, rewarded, respected and listened to have an effective program of reform especially in the improvement of human relations in the school system. Some school systems have initiated programs to promote racial harmony on their campuses. Marcus (1990) describes the initiatives of the New Jersey Department of Higher Education to improve human relations in their institutions. Minnesota, developed its 6-year Supporting Diversity in Schools (SDS) project that seeks to create a school environment free of racial prejudice and privileges (Supporting Diversity in Schools (SDS), 1993). The working themes of SDS includes giving voice to people who traditionally have been silent, developing pride in one's heritage, helping participants to work together

and creating partnership between schools and community to work together collaboratively.

In California, the El Camino College initiated a human relations training (HRT) program in the implementation of its Total Quality Management (TQM) program (Gonzales, 1989). The HRT focuses on interpersonal communication skills and on collaborative work environment.

While El Camino College relates its HRT to its TQM program, the University of South Dakota at Vermillon expands the human relations training in their general teacher education and counselor's education programs to the global society's economy and the changing social classes in the Midwest, the nation, and the world (Albertus & Bright, 1992). Harris & Wingett (1993) describes a similar project in Nebraska. Another project that is similar to the South Dakota and Nebraska programs is that of the Iowa Colleges and Universities which requires all teacher education majors to take human relations training (Stahlhut & Hawkes, 1994). One of the goals of this Iowa training program is to seek a means in providing skills to create an awareness of biases, attitudes, and beliefs. It also seeks to create an awareness of the degree of

congruency between stated beliefs and actual behavior.

The Texas A & M University uses its Minority Mentorship project to change attitudes of preservice teachers (Larke et al., 1990). The project is a cross-cultural mentoring integrated into its multicultural education and human relations training programs. The goal of the project is to change the attitudes and perceptions of preservice teachers to work with a culturally diverse population.

Summary

Human relations and organization development programs have been transformed into valuing and managing diversity workshops and training. Diversity is the new buzzword in the workplace (Spragins, 1993). For instance, the cultural differences of the workforce in an organization has made it a good case on how to handle language barriers, natural ethnic groupings, differing job performances and sensitivity to cultural differences. Spragins underscores the greatest challenges to managing diversity to include: (a) attitudes/culture; (b) communication; (c) need for training; (d) providing career opportunities; (e) language barriers; and (f) developing role models/mentors. Some organizations, she further

reports, accommodate diversity by improving communication, observing religious holidays, offer services and training, form a task force, offer management training, translate materials and restructure benefits.

The challenges and accommodations of diversity in corporate America are easily transferrable to any educational institution setting. One dimension that schools has added in their accommodation is the inclusion of human relations, diversity and multicultural education training in their curricular offerings (Sleeter, 1993; Evans, 1993; Marcus, 1990; SDS, 1993; Gonzales, 1989; Albertus & Bright, 1992; Stahlhut & Hawkes, 1994; Harris & Wingett, 1993; Larke et al., 1990).

The corporate and school environments embrace diversity training because it is a desirable and profitable priority. In spite of this definite advantage, Thomas (1994) provides some cautionary observations in making decisions to deliver human relations/diversity training programs. Some diversity programs can cause headaches, (Anonymous, 1993), especially if the trainer and the program do not fit the mission and goals of the organization.

Additionally, training programs need to be sensitive to the varying needs of the diverse workforce. In this regard, Perkins (1993) observes that since a culturally diverse group is often outperformed by a homogenous group, cross-cultural training is imperative to enable a culturally diverse group to live up to its potential. Given an appropriate training, a diverse work team ultimately will outpace the homogenous group, (Sorohan, 1993). Finally, diversity training programs have the ability to make any organization a great place to work, where the climate is positive to allow employees to work better with each other so that the organization's objectives are accomplished and at the same time giving individual satisfaction to its employees.

Chapter 3

METHODOLOGY AND PROCEDURES

Procedures

Five procedures were used to complete the study. First, a review of literature was conducted to find out what other colleges do to improve the human relations and productivity in their institution. The review included theoretical topics on human relations training workshops as well as models of human relations or organizational development training or workshops.

Second, a committee of experts was formed to evaluate the Common Ground workshops. This formative committee consisted of the Director of Planning and Research, Manager of the Staff Development Department, a Curriculum Specialist, and co-chair and two members of the human relations task force, Appendix C. This committee met 3-4 hours four times in June and July.

Third, the result of the evaluation was written to include recommendations for future human relations activities.

Fourth, the recommendations was reviewed by the summative committee for discussion and implementation by the human relations task force. This committee consisted of the Director of the Human Resource

Division, Manager of the Multicultural Affairs Department, Director of the Affirmative Action Office and co-chair and two members of the human relations task force, Appendix D. This committee met once for 2 hours in August.

Fifth recommendations were submitted to the co-chairs of the Human Relations task force who then submitted it to the President of the College for approval and implementation. A copy of the final recommendation is found in Appendix E.

Assumptions

For this practicum, it was assumed that the formative committee members have the expertise to evaluate the workshops/training programs. It was also assumed that the workshops/training programs were field tested for effectiveness in creating a positive human relations environment. It was further assumed that the summative committee will provide an unbiased presentation and opinion of the recommendations to the human relations task force.

Limitations

The recommendations were limited and specific to the human relations workshop/training programs and human relations climate and needs of MATC. The model used was limited to the evaluative methodology.

Chapter 4

RESULTS

The evaluation research design was conducted according to the evaluation methodology. The post-workshop training evaluation was used to ascertain the value of the Common Ground workshops. The research question was, "Based on the result of the evaluation of the workshops, will there be a need to modify its content and methodology?"

A review of current literature was conducted to find what other colleges are doing to improve the human relations and productivity in their institutions. Data from the literature review were used to validate the responses on the post-workshop training evaluation. The formative committee analyzed the responses and prepared recommendations based on the information from the evaluation. The summative committee reviewed the recommendations prepared by the formative committee and forwarded it to the co-chairs of the Human Relations Task Force to be presented to the President of MATC.

The summative committee agreed to present the factual responses including the narratives written by the respondents. Table 1 and Figure 1 show that of the 202 participants, 145 (72 %) question #6, to 182 (90%)

question #4, felt that they gained positive results from attending the workshops. The responses on no change and uncertain range from 10 (5%) question #5, to 60 (30%) question #3. Question #3, which asked on better understanding co-workers with disabilities also received the lowest positive responses 65 (32%) or 96 (46%). Twenty-two (11%) participants stated that they still do not understand co-workers with disabilities as a result of the workshop. One of the participants made mention of the fact that "individuals with disabilities were not explicitly addressed."

Most of the other comments included the need to make an effort in understanding other people especially in their communication and listening skills. Several mentioned the relationship of awareness with understanding, treating people as individuals and the presence of both similarities and differences among different co-workers.

Figure 2 and the bottom part of Table 1 show that 190 (95%) agreed that the facilitators were "skillful", "professional" and "effective" in presenting the materials and conducting the workshops. One hundred eighty (90%) felt that the materials used "generally generated good and honest discussion" and that "total

involvement was assured by well thougnt exercises." In general, the physical environment was considered comfortable and supportive of the workshop as stated by 157 (78%) of the participants.

Figure 1. Participants' responses on what they gained from the Common Ground workshop, questions number 1-6.

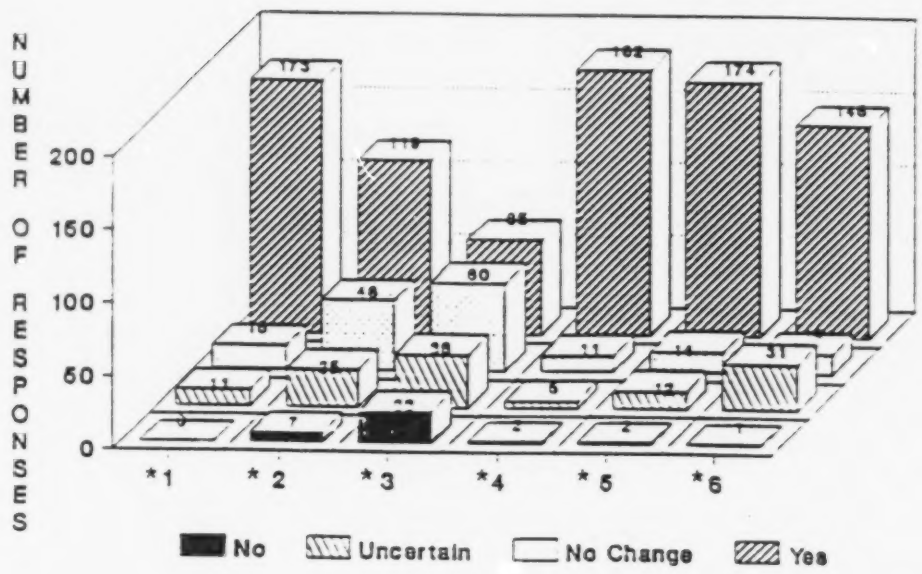
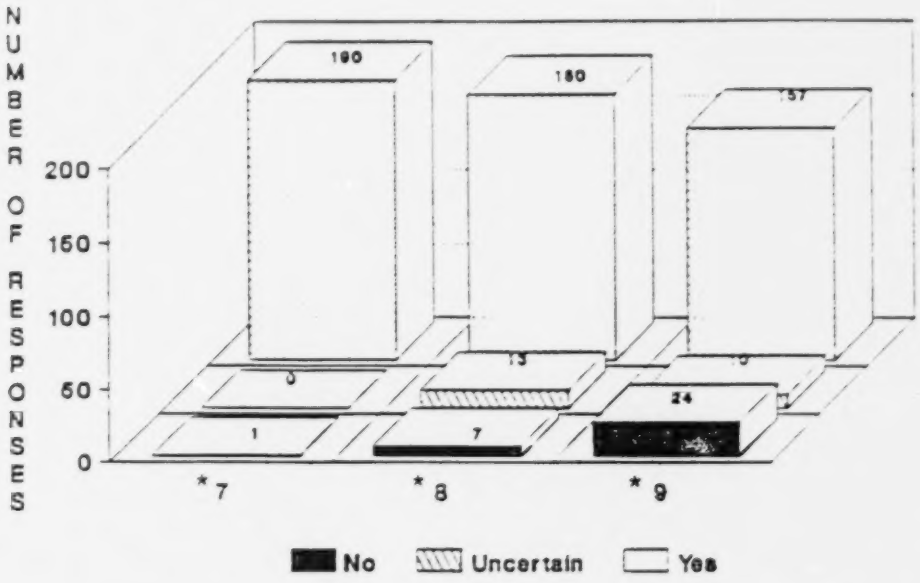


Table 1

Responses from 202 Participants

Behaviors/Conditions	Yes	No	Uncertain	No Change
1. Better understanding of ethnicity/culture	173	0	11	16
2. Better understanding of opposite gender	119	7	25	48
3. Better understanding of disabled co-workers	65	22	36	60
4. Treat people with more understanding	182	2	5	11
5. Communicate better	174	2	12	14
6. Objectively resolve discuss differences	145	1	31	14
7. Effective facilitators	190	1	0	
8. Effective materials	180	7	13	0
9. Effective physical environment	157	24	10	0

Figure 2. Participants' responses on how the Common Ground workshops were conducted, questions 7-9.



Based on the evaluation of the post-workshop training evaluation, the summative committee also agreed to recommend to continue conducting the Common Ground workshops to the remaining employees who have not participated in the past. The recommendation included suggestions to include topics that were weak in the original curriculum of the Common Ground workshop especially on person with disabilities.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The result of the evaluation of the post-workshop training evaluation seems to agree with the observation of Galaghan (1993) in that diversity workshops will allow people "to interact in a way that is synergistic, effective and somewhat friction-free" (p. 45). The participants' positive experience, which was demonstrated by 90% of them agreeing that they will have better understanding of their co-workers who are ethnically and culturally different from them, except those with disabilities, is also in congruence with the results of the diversity training workshops conducted by Ingram, 1993; Steffey, 1993; and Hill-Stork (1994).

It seems apparent that the Common Ground workshops have the potential to improve the human relations climate and productivity at MATC. The facilitators were viewed to be very well trained to move the process forward and use materials effectively. The college invested well in providing off-campus sites for the workshops to ensure continuity and absence of distraction from college related interruptions.

The Human Relations Task Force, convened by the President of MATC will be able to continue to plan for its future diversity training as it relates to improving the working relations in the college. The effort of faculty in multicultural education and internationalization of curriculum is a natural partnership with Common Ground workshops. Many other colleges have been successful to relate multicultural education with their public relations and human relations projects (Marcus, 1992; Sleeter, 1993; Stuhlhut & Hawkes, 1994; SDS, 1993; Harris & Wingett, 1993; Laarke et al., 1990; Albertus & Bright, (1992).

Conclusions

The Common Ground workshop curriculum is still an effective model to improve the human relations climate at MATC provided some minor modifications are instituted. The facilitators training program should be continued to provide continuous quality trainers and training.

Implications

The results of the evaluation of the Common Ground workshops provides the framework for future human relations training and activities in the college. The entire MATC community as well as its immediate

environment will benefit from continuing the Common Ground workshops in that everyone will be afforded an experience to interact more positively with each other. Positive human relations climate will provide a positive working relationship that will increase productivity. Furthermore, a positive human relations climate will provide an environment for faculty and staff to be more sensitive to the needs of MATC customers - the students. There seems to be a general agreement that students who are served by satisfied employees receive better academic counseling and effective skills training.

Recommendations

The Human Relations Task Force should continue to offer the Common Ground workshops and the Facilitators' Training workshops. It is recommended that the curriculum should include specific modules on dealing with people with disabilities. It is further recommended that the part-time faculty and staff should be included in future Common Ground workshops. Finally, it is recommended that post-workshop training evaluations should be done and that these should be evaluated on a regularly scheduled fashion by the Human Relations Task Force evaluation sub-committee. A

report of this evaluation should be submitted to the Human Relation Task force at its final meeting of each academic year.

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APPENDIXES

Appendix A

Human Relations Task Force

Marietta M. Advincula, Co-chair
Ray Bacalzo
Preston Baity
Robert Boyle
Pat Carr
Pablo Cardona
Sue Chicks
Ruby Collier
Al Crusoe
Karen Culledge
Shayne David
Marvin Echols
Maria Flores
Archie Graham
JoAnn Haglund
Dan Hatsman, Co-chair
Andrew Hopgood
Dorsey Kendrik
Ken Kobylarz
Pat McFarland-Kern
Pam O'Halloran
Luyen Pham
John Pushkash
E. Irene Robison
Claudia Rucinski
Ernie Schnook
Dick Simon
Dick Roberts
Gary Socha
Carlos Soto

Appendix B

Post-workshop Training Evaluation

Milwaukee Area Technical College

Common Ground Post Workshop Evaluation

Please return the completed evaluation at the end of the second day of the workshop to your facilitators.

1. I feel that I better understand my co-workers who are ethnically and culturally different from me.

   yes ____ no ____ uncertain ____ no change ____

   Comment _____

   _____

   _____

2. I feel that I better understand co-workers of the opposite gender.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

3. I feel that I better understand co-workers with disabilities.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

4. I will treat people with more understanding.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

5. I will communicate more effectively with my co-workers.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

6. I will be better able to resolve/discuss differences with my colleagues in an objective manner.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

7. The facilitators presented the workshop effectively.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

8. The materials used effectively supported the workshop activities.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

9. The physical environment was comfortable and supportive of the workshop activities.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

Please complete the following statements:

10. I liked most about the workshop _____

_____

_____

11. I liked least about the workshop _____

_____

_____

THANK YOU!

Appendix E

Human Relations Task Force Recommendations

TO: Dr. John Birkholz
President

FROM: Marietta M. Advincula
Dan Hartsman
Co-chairs, Human Relations Task Force

DATE: August 29, 1994

RE: Common Ground Workshops

The Human Relations Task Force (HRTF) evaluation sub-committee completed the evaluation of the Common Ground workshops conducted from 1990 to 1994 using the post-workshop training evaluation completed by the past participants.

The information from the evaluation affirms the assumption that the Common Ground workshops can improve the working relations climate and employee productivity at MATC. Some key elements of the evaluation are as follows:

1. 72 to 90% of the participants felt they gained positive results from attending the workshops.

2. The facilitators were effective and professional.

3. The materials used in the workshop generated "good, honest discussions."

4. The physical environment was generally good and comfortable.

Based on the responses on the questions and the narratives shared by the participants (please see attached), we are making the following recommendations:

1. that the Human Relations Task Force continue to offer the Common Ground workshops with modifications to include modules on dealing with people with disabilities;

2. that the part-time faculty and staff be included in future workshop planning and scheduling;

3. that the workshops should be evaluated annually and a report of the same be submitted to the Human Relations Task Force to help plan for future activities;

4. that the Human Relations Task Force begin to articulate its mission using the MATC Continuous Quality Improvement (CQI) model to be a part of the college's strategic plan matrix; and

5. that the HRTF convene its meetings with a CQI facilitator as it plans future activities.

c: Al Crusoe
enc/post-workshop training evaluation result

Milwaukee Area Technical College
Common Ground Post Workshop Evaluation

Please return the completed evaluation at the end of the second day of the workshop to your facilitators.

1. I feel that I better understand my co-workers who are ethnically and culturally different from me.

yes 173 no 0 uncertain 11 no change 16

Comments:

"People of other cultures want to be treated as individuals rather than being 'grouped together' or stereotyped. I have always believed in treating people as individuals and approaching each new person I meet without preconceived ideas."

"I learned that instead of differences, we have a lot in common. We are all human."

"I am more in tune to their opinions and feelings."

"I found out terms that offend and ways of saying things previously taken for granted that should be rephrased."

"I had an opportunity to put myself in someone else's shoes and listen to the other side of the coin."

"Reaffirmed my belief that I must recognize the 'individual' in a person; refuse to stereotype."

"Personal experiences were most revealing."

2. I feel that I better understand co-workers of the opposite gender.

yes 119 no 7 uncertain 25 no change 48

Comments:

"This takes lifelong learning."

"I think I can better understand that the way I communicate with others will make a difference."

"Greater need to listen and be flexible."

3. I feel that I better understand co-workers with disabilities.

yes 65 no 22 uncertain 36 no change 60

Comments:

"Although individuals with disabilities were not explicitly addressed, my awareness of differences should carry over to those with disabilities."

"Communication barriers are a real disability and different ethnic groups communicate differently."

4. I will treat people with more understanding.

yes 182 no 2 uncertain 5 no change 11

Comments:

"Understanding and common sense go hand in hand."

"'I believe I will make certain I have processed all the information before i act on a behavior."

"Hopefully, I'll think more before I speak."

"Will make a sincere effort."

"With increased awareness comes increased understanding."

"I've always tried to do this. This workshop helped me rededicate myself to this ideal.

5. I will communicate more effectively with my co-workers.

yes 174 no 2 uncertain 12 no change 14

Comments:

"Communication is the most important tool for success."

"I will increase my attempts and check for success or failure."

"I will try to express myself more clearly and stop assuming others understand and listen more effectively through clarifying."

"I will try, but I think it will have little or no effect until they attend this workshop or change their attitude."

6. I will be better able to resolve/discuss differences with my colleagues in an objective manner.

yes 145 no 1 uncertain 31 no change 14

Comments:

"The workshop reiterated better listening, better conflict interaction and more sensitivity."

"Based on the 'sharing" that took place re: differences, opinions, explanations, etc., I feel I can better discuss or resolve any differences I would have for a colleague of another culture. (I certainly will make an effort.)

"Perhaps if they had learned communication skills I just learned, I might feel more comfortable communicating when I have conflicts."

"I realize there can be resolution with confrontation."

7. The facilitators presented the workshop effectively.

yes 190 no 1 uncertain 0 no change 0

Comments:

"They were challenged often, but did a superb job of drawing folks out and keeping focus."

"Created a climate conducive to this type of personal interaction."

"They are efficient, professional and caring."

"Skillfully and informatively presented."

"Very observant, neutral, and kept things running smoothly and in a timely manner."

8. The materials used effectively supported the workshop activities.

yes 180 no 7 uncertain 13 no change 0

Comments:

"Materials generally generated good, honest discussion."

"Total involvement was assured by well thought exercises."

"I especially enjoyed the drawing of the shield - values, barriers, etc., a good ice breaker."

"Good films - good presentations."

"Reading material should have been distributed prior to session or emphasized more."

9. The physical environment was comfortable and supportive of the workshop activities.

yes 157 no 24 uncertain 10 no change 0

Comments:

"Chairs were a bit uncomfortable."

"Room was not the best for group discussion."

"Good location."

"Add exercise; get up and stretch."

"Very good! Comfortable."

10. What the participants liked most:

"Sharing ideas with co-workers. Getting to meet others and a chance to stop our mad rush and smell the flowers. It was excellent. Do this from time to time."

"The ability to gain strength by giving; the ability to share by hearing and the ability to have hope through believing."

"The sharing, human climate of acceptance. The reaffirmation of our 'commonality'."

"The forum in which the workshop was conducted. Everyone could be open and have good interaction."

"Opportunity to learn of diverse backgrounds and reasons why I'm tentative in dealing with those different than myself, culturally and politically."

11. What the participants liked least:

"That everyone in MATC may not have the chance to experience Common Ground."

"Sharing my feelings."

"Composition did not lend itself to true examination of cultural differences."

"Everything was fine."

""I did not like the anger that was generated between and among groups and the assumption that if you chose not to disclose your feelings, you were considered to be indifferent. Silence may also be expressing an individual's difference."enc/result of post-workshop training evaluation

Appendix A

Human Relations Task Force

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Milwaukee Area Technical College

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Comment _____

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Comment _____

_____

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yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

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8. The materials used effectively supported the workshop activities.

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Comment _____

_____

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9. The physical environment was comfortable and supportive of the workshop activities.

yes ____ no ____ uncertain ____ no change ____

Comment _____

_____

_____

Please complete the following statements:

10. I liked most about the workshop _____

_____

_____

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_____

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THANK YOU!

Appendix C

Formative Committee

Keith Roberts	Director, Research, Planning and Development
Marvin Echols	Manager, Staff Development
Theresa Kelley	Curriculum Specialist
Marietta M. Advincula	Co-Chair, Human Relations Task Force
Pam O'Halloran	Member, Human Relations Task force
Richard Simon	Member, Human Relations Task Force

Appendix D

Summative Committee

Al Crusoe	Director, Human Resources Division
Oscar Cervera	Manager, Multicultural Affairs Department
Earl Wheatfall	Director, Affirmative Action Office
Dan Hartsman	Co-chair, Human Relations Task Force
Maria Flores	Member, Human Relations Task Force
Ruby Collier	Member, Human Relations Task Force

Appendix E

Human Relations Task Force Recommendations

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President

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Dan Hartsman
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